

EXTENSIONS OF REMARKS

RECOGNIZING THE 2010–2011 CONGRESSIONAL YOUTH ADVISORY COUNCIL FOR 500 HOURS OF OUTSTANDING SERVICE TO THE COMMUNITY—JOSHUA MOTT

HON. SAM JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 5, 2011

Mr. SAM JOHNSON of Texas. Mr. Speaker, it is my pleasure and privilege to inform the Members of the United States House of Representatives that the students of the 2010–2011 Congressional Youth Advisory Council (CYAC) from the Third District of Texas have completed a total of 500 community service hours, fulfilling and far surpassing the requirements of their assigned CYAC in the Community service project.

This year 46 students from public, private, and home schools in grades 10 through 12 made their voices heard by joining CYAC. As the Third District's young ambassadors to Congress, these bright high school students met with me on a quarterly basis to discuss current events and public policy. These impressive young people recognize an important truth: the heart of public service is found when giving back to the community. CYAC students volunteered their time and talents with over 30 organizations including Adopt-A-Highway, Habitat for Humanity, Meals on Wheels, Teen Court, and the USO, to name a few. As one student shared, "CYAC in the Community has allowed me to realize my calling to serve those in the U.S. Armed Forces." I am beyond thrilled that CYAC has helped students unleash their full potential and chase their dreams.

President George H.W. Bush once said, "A volunteer is a person who can see what others cannot see; who can feel what most do not feel. Often, such gifted persons do not think of themselves as volunteers, but as citizens—citizens in the fullest sense: partners in civilization."

With this statement as a benchmark, I am proud to congratulate the members of the 2010–2011 Congressional Youth Advisory Council for showing themselves to be outstanding young citizens of this nation. It is my privilege to submit summaries of their work to the CONGRESSIONAL RECORD to be preserved for posterity and antiquity. To these young public servants, thank you, and keep up the great work! I salute you!

A copy of each submitted student summary follows:

I participated with my Boy Scout Troop in preparing over three hundred food boxes for the poor. We arrived at the headquarters of the "Food for the Families" around 8:30 in the morning. After re-arranging the boxes into three rows of seventy-five, we waited for the truck to deliver the food. Once the food arrived, we stacked it according to type. Vegetables of each type in their own category, hams in another, and so on. Once all the items were stacked, a team was created

for each pile to distribute the food in the boxes. Each box received a set number of each food. Twelve extra boxes, or "gleaning boxes" as they were called, were filled with the extra food. As soon as all the boxes were filled, the doors were opened and the people were allowed in. Each person who signed up for a box was also given a yellow ticket. Those waiting in line outside presented their ticket and were admitted in. A worker then escorted the individual with a box on a cart out of the building. Once their box was filled, the individual and worker walked to their car or house and delivered the box. This process continued until all the boxes were distributed. It was a wonderful experience.

—Joshua Mott

SCHOLARSHIPS FOR OPPORTUNITY AND RESULTS ACT

SPEECH OF

HON. BETTY MCCOLLUM

OF MINNESOTA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, March 30, 2011

Ms. MCCOLLUM. Mr. Speaker, I rise today in opposition to H.R. 471, the private school voucher program for the District of Columbia.

This bill would revive the ineffective and inefficient D.C. voucher program. The bill authorizes \$100 million over the next five years for only 1.3 percent of students to receive vouchers in D.C.—with no offset for the funding.

I do not support any attempt to resume funding the D.C. voucher system using taxpayer dollars intended for public schools. We should be investing public dollars in public schools, not diverting critically needed resources to private institutions. Private schools are not held to the same standards as our public schools—including civil rights laws and accountability measures—and are not required to provide the same services, such as educating individuals with disabilities.

Vouchers take scarce resources away from our children and provide no accountability for our tax dollars. While the D.C. voucher program was in effect, multiple studies found that the students in the program were not performing better academically compared to other students in the District. In fact, the program was so poorly run that some students were allowed to use vouchers to attend unaccredited schools.

The Republican House majority made the largest cut to education in our history in their continuing resolution for Fiscal Year 2011 (H.R. 1) that passed the House. In the same bill, they proposed to fund the D.C. voucher system at \$15.5 million. Again, my Republican colleagues cut public education in all 50 states while reviving millions of dollars for vouchers for one percent of students in the District of Columbia.

For these reasons, I urge my colleagues to oppose H.R. 471 and any funding efforts for this failed program.

PERSONAL EXPLANATION

HON. ROBERT E. ANDREWS

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 5, 2011

Mr. ANDREWS. Mr. Speaker, on rollcall No. 225 for H.R. 1246, I am not recorded because I was absent. Had I been present, I would have voted "aye."

PERSONAL EXPLANATION

HON. CAROLYN B. MALONEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 5, 2011

Mrs. MALONEY. Mr. Speaker, on April 1, I missed rollcall vote numbered 213. Had I been present, I would have voted "nay" on rollcall vote 213, providing for consideration of the bill (H.R. 1255) to prevent a shutdown of the government of the United States.

RECOGNIZING THE 43RD ANNIVERSARY OF THE DEATH OF THE REV. DR. MARTIN LUTHER KING, JR.

HON. ELIJAH E. CUMMINGS

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 5, 2011

Mr. CUMMINGS. Mr. Speaker, I rise to honor the memory of the Rev. Dr. Martin Luther King, Jr. and to deliver a message from those of us who were young in Dr. King's time.

We cannot honor Dr. King without recalling the difficult and unfair world that he set out to change.

And we do not honor him by pretending that no civil rights challenges remain to be overcome.

It is also critical that we recall how well Dr. King understood that the challenges of civil rights and economic injustice are inextricably intertwined.

He understood that working people—of every background—are too often in a struggle just to survive.

Forty-three years after that tragic moment in Memphis, Tennessee, Americans of good conscience are still in an economic struggle for fundamental human dignity—and we are still in a national debate regarding what kind of nation ours will become.

And, in this ongoing struggle, Americans of Color are not alone in having our fundamental human rights denied.

According to an October 2010 report released by the Congressional Research Service, 3.7 million more persons fell below the poverty line in 2009 compared to the number below the poverty line in 2008.

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.